



Sholing Infant School

Special Educational Needs Information report

September 2018

Date Information Report agreed by Governors: Our Vision, Value and Aims

We believe that it is important that...

- *All children should be valued regardless of their abilities and behaviours.
- *All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs, embedding the principles in the National Curriculum Inclusion statement
- *All teachers are teachers of children with special educational needs.
- *All children can learn and make progress.
- *All children should be challenged to achieve their full potential, using our best endeavours to secure special educational provision for pupils for whom this is required which is "additional to and different from" that provided within the differentiated curriculum
- *We respond to the four broad areas of need which are 1. communication and interaction, 2. cognition and learning, 3. social, mental and emotional health, and 4. sensory/physical.
- * We request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- * We ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- * We support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- * We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We believe in...

- Effective assessment and provision for children with SEND
- Developing pupils' self-esteem, confidence and independence in preparation for the future.
- Valuing all pupils, to make them feel fully included in school.

1 Education Framework

The following table demonstrates how we put support in place for all pupils with SEND (including: Learning difficulties, Speech, Language and Communication difficulties, Autism spectrum Disorders, Specific learning difficulties, Physical difficulties and medical needs, Sensory difficulties, Behaviour, emotional and social difficulties including mental health)

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

*A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

How do we support a child with SEND?



Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the

What is available for all pupils

What is available for targeted pupils

What is available for individual pupils

Assessment for learning is used to support planning for different levels of attainment.

Small groups may be supported by either the class teachers or Teaching Assistants as appropriate.

Additional action to increase the rate of progress will be then identified and recorded to include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during early discussion that special educational provision is required to support increased rates,

Learning tasks are differentiated to meet individual children's needs.

There is careful targeting of individual support for pupils with Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs).

Interventions are put in place for pupils who are not making good progress.

Termly parents evenings with the Inclusion Leader.

Half termly drop in sessions with the SENCo.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference

What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
<p>SENCo, governors, external verifiers,</p> <ol style="list-style-type: none"> 2. ongoing assessment of progress made by pupils with SEND, 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need, 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND, 5. pupil and parent feedback on the quality and effectiveness of interventions provided, 6. attendance and behaviour records. <p>The school regularly monitors your child's progress and attainment. Targets are reviewed termly and if a pupil is not making enough progress an intervention will be put in place.</p> <p>Consistent routine with a visual</p>	<p>parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.</p> <p>A provision map will be devised by the SENCO in conjunction with the class teacher, to identify the additional targeted support available to the child. This will be shared with parents.</p>	<p>and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> ○ it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or ○ the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. <ul style="list-style-type: none"> • Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on

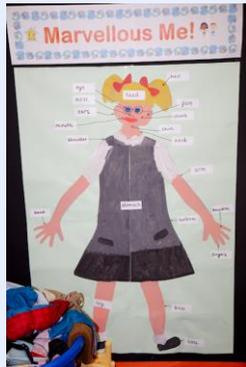
What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
<p>timetable provided in all classes. There are parents' evenings each term with three written reports to parents.</p> <p>Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.</p>		<p>their premises that have been secured through a direct payment (personal budget).</p> <p>Action relating to SEN support will follow an assess, plan, do and review model. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:</p> <ol style="list-style-type: none"> 1. Local Authority Support Services 2. Specialists in other schools e.g. teaching schools, special schools. 3. Social Services

What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
		<p>4. Health partners such as School Nurse and Child & Adolescent Mental Health Service</p> <p>N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.</p>

How do we know if a child needs extra help?

What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
<p>Children and young people will have full access to the National Curriculum and Religious Education.</p> <p>The National Curriculum will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.</p> <p>Whole school tracking of attainment outcomes indicates lack of expected rate of progress.</p> <p>Observation of the pupil indicates that they have additional needs.</p>	<p>The school identifies children with special educational needs in a number of ways, depending on the age of the child and their stage in learning.</p> <p>Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.</p>	<p>The school responds to any concerns raised by parents.</p> <p>The Special Educational Needs Co-ordinator may carry out additional testing when additional educational needs are identified and outside agencies may also be involved.</p> <p>Individual Education Plans (IEPs) are written and reviewed by the pupil, class teacher, Inclusion Leader and parents as appropriate.</p>

How will the curriculum be matched to each child's needs?



What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
<p>Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.</p> <p>Every class has a Teaching Assistant to assist the class teacher in ensuring learning needs are met.</p> <p>Instructions are simplified and supported with visual and practical learning experiences. There is a focus on a creative curriculum, with subjects being taught through topics and real life contexts being used for learning.</p> <p>The school uses activities to develop problem solving skills and memory skills.</p>	<p>The school has a Higher Level Teaching Assistant (HLTA) with a specific role of developing pupil's speech, language and communication skills (with support from SALSA and a Speech Therapist).</p> <p>An HLTA has specific expertise in supporting pupils with social emotional difficulties (ELSA)</p> <p>A structured individualised multi-sensory, multi-modal programme of work to develop cognitive skills and literacy and numeracy skills with plenty of opportunities for over learning and consolidation of concepts.</p> <p>Regular daily opportunities to access individual and small group work to develop independence and organisational skills which includes working on targets agreed with the child and rewards for achievement of targets.</p>	<p>When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.</p> <p>These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.</p> <p>Children with SEND in school may also be supported by external agencies and parents are always consulted.</p> <p>The primary contact for these agencies is the SENCO although class teachers and Teaching Assistants are also involved.</p>

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		<p>Our HLTA also leads narrative workshops. These are aimed at supporting children’s verbal communication through developing vocabulary and practising speaking in extended sentences.</p> <p>All staff have had specialist training on supporting pupils with autism –the classroom environments are ‘autism friendly’</p>	
Pupils with medical needs	Sholing Infant School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school	The school encourages extra-curricular clubs and sports activities to develop social and interactional skills with opportunities to work cooperatively with peers.	The school has an Emotional Literacy Support Assistant to provide one-to-one support for children who need additional emotional support.



What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
<p>community.</p> <p>Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.</p> <ul style="list-style-type: none"> □ Staff who administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. □ All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy. 	<p>The school prepares children for changes and provides support to manage unpredictable events.</p>	<p>The Inclusion leader coordinates the liaison and multi-agency working to support children with disabilities.</p> <p>PEEPS (Personal Evacuation Plans) are in place for individual pupils requiring one.</p>

	What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
<p>How will parents be helped to support their child's learning, and how will children be supported?</p>	<p>Please look at the school website. It can be found at www.sholinginfantschool.org.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.</p> <ul style="list-style-type: none"> • The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning. • The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning. • If you have ideas on support that you would like to have access to in order to further 	<p>There are opportunities for groups of children to work together to develop team working and social skills.</p> <p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none"> • An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. • Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area. • Small group evidence-led interventions to support pupil's well-being are delivered to 	<p>We have an Emotional Literacy Support Assistant. ELSAs are Learning Support Assistants (LSAs) who have received additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.</p> <p>Our ELSA can support pupils on a one-to-one basis when required and also works with parents to support behaviour at home.</p> <p>Our SENCO offers half termly 'drop ins' for parents of pupils with SEN and termly meetings as part of Parents Evenings.</p>

What is available for all pupils	What is available for targeted pupils	What is available for individual pupils
<p>support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.</p> <p>Sholing Infant School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. The school uses the Social and Emotional Aspects of Learning materials.</p> <p>The school has a positive behaviour policy, with clear rewards and sanctions.</p>	<p>targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.</p> <ul style="list-style-type: none"> • Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. • The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health. 	

2 Frequently asked questions from the parent or carer's point of view:

Question	Answer
<p>How does the school know if children need extra help? What should I do if I think my child/young person may have special educational needs?</p>	<p>Sholing Infant School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's class teacher, contact the Inclusion Leader (j.jelley@sholinginfantschool.org.uk) or Head Teacher (head@sholinginfantschool.org.uk)</p>
<p>How will School staff support my child?</p>	<p>Your child's class teacher and the Inclusion Leader will oversee and plan your child's education programme. Depending on the intervention required your child may be working in a small group with support during literacy and/or mathematics. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have one-to-one support with a speech language and communication programme or support for reading. This will all be explained to you by your child's class teacher.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning and quality of teaching are monitored rigorously by the Senior Leadership Team.</p>

Question	Answer
<p>How will I know how my child is doing and how will you help me become involved in discussions to support my child's learning?</p>	<p>We have an open door policy at Sholing Infant School. There are termly parent evenings and you can ask for an appointment to speak with your child's class teacher or the Inclusion Leader at a mutually convenient time. You will receive a written report three times a year and we will always ask to see you if we have concerns about your child's progress.</p> <p>If your child has a statement of SEN, an annual review is held according to the guidance in the Code of Practice.</p>
<p>What support will there be for my child's overall well being?</p>	<p>At Sholing Infant School children have access to small group/ one-to-one support from an Emotional Literacy Support Assistant if required. There are close links with our partners in health, for example, the school nurse and the dental service. The school is also able to refer to outside agencies where appropriate and work on Early Help Assessments with parental support to access any additional support.</p>
<p>What specialist services and expertise are available at or accessed by Sholing Infant School?</p>	<p>We also link with other professionals such as Child and Adolescent Mental Health, Jigsaw, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language Therapy.</p>
<p>What training have the staff supporting children and young people with SEND had?</p>	<p>In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. Awareness training has been provided to all staff on:</p> <ul style="list-style-type: none"> • How to support pupils with dyslexia and literacy difficulties. • How to support pupils on the autistic spectrum • How to support pupils with behavioural difficulties and ADHD <p>Specific medical conditions such as Epi pen training, asthma and</p>

Question	Answer
	<p>Diabetic awareness training</p> <ul style="list-style-type: none">• How to support pupils with speech, language and communication difficulties <p>Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) and the SENCo.</p> <ul style="list-style-type: none">• Attendance at the regular SENCo / ELSA meetings <p>Specialist training has been provided to the SENCo on:</p> <ul style="list-style-type: none">• The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.• The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.• The Governor with specific responsibility for SEN has completed the SEN Governor training.
How will my child be included in activities outside the classroom including school trips?	All pupils are included in school trips. If an individual risk assessment is required we will write this and share with parents in order to ensure that everyone is fully included.
How accessible is Sholing Infant School?	We make every reasonable adjustment possible. In the last three years the following adaptations have been made to the school environment: <ul style="list-style-type: none">• Disabled parking spot marked and located next to the school reception.• All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate

Question	Answer
	<ul style="list-style-type: none"> • Ramps are around the school to ensure the site is accessible to all. • One toilet has been adapted to ensure accessibility for visitors with a disability. <p>We have a disabled access shower room.</p> <ul style="list-style-type: none"> • A medical room has been provided in order to enable a safe place for insulin testing/injections.
<p>How will the Sholing Infant School prepare and support my child to join the school and then transfer to a new school?</p>	<p>When your child joins the school, you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have. There are visits to Pre-Schools in order to allow staff can liaise with the Pre-School staff about each child's individual needs. Year 2 staff and the Inclusion Leader liaise with the receiving schools. Extra transition visits are arranged as necessary. Additional meetings will be arranged to discuss a smooth transition of education and support for your child to junior school.</p> <p>On entry:</p> <ul style="list-style-type: none"> • A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. • Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Question	Answer
	<p>Transition to the next school: Primary:</p> <ul style="list-style-type: none">• The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.• Accompanied visits to other providers may be arranged as appropriate.• For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.• The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The DFE provides funding towards meet the needs of children with SEND. This is worked out using the information about the children's prior attainment We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an EHCP, we will ensure that the provision specified in Part 3 is provided.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Every term, the leadership team meets with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed by everyone that needs to help your child.</p>

Question	Answer
Who can I contact for further information?	<p>Your first point of contact if you want to discuss something about your child is your child's class teacher.</p> <p>Our Special Needs Coordinator is Millie Pollard. She can be contacted at j.jelley@sholinginfantschool.org.uk</p> <p>You can contact any member of the school leadership team if you are still worried.</p> <p>If you would like to apply for Sholing Infant School please contact the school to arrange a visit.</p> <p>For complaints, please follow the schools complaints policy which is published on the school website, Support services for parents of pupils with SEN include: Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service http://cyp.iassnetwork.org.uk/ (Formerly known as Parent Partnership.)</p> <p>For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability</p> <ul style="list-style-type: none">• Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Question	Answer
	<p>Information on this process is available here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability</p> <p>21) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13) Add the website link to the Local Authorities Local Offer and also to the information it provides to parents and carers on mediation and conflict resolution services.</p> <p>References The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations http://preview.tinyurl.com/nenth62 Supporting pupils at school with medical conditions Sept 2014. http://preview.tinyurl.com/nrv8wxy SE7 Local Offer: Framework and Guidance. http://preview.tinyurl.com/otma4gj Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice http://preview.tinyurl.com/nenth62)</p>

3 Frequently asked questions from the young person's point of view:

Question	Answer
How does Sholing Infant School know if I need extra help?	<i>Your teachers track your progress and they will know if you need extra help.</i>
What should I do if I think I need extra help?	<i>You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Teaching Assistant.</i>
How will my work be organised to meet my individual needs?	<i>Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard but it will make you think.</i>
How will I be involved in planning for my needs and who will explain it and help me?	<i>Your teacher will have a meeting with you to discuss how you are getting on. This is called a pupil conference. You will have your own Passport to Success which will record your successes, support and targets. You will decide what is recorded on here along with your teachers and carers.</i>
Who will tell me what I can do to help myself and be more independent?	<i>All the staff at Sholing Infant School can help you to become independent.</i>
What should I do if I am worried about something?	<i>Talk to your teacher, Teaching Assistant, Mrs Harris (ELSA) or any other familiar adult in the school.</i>
How will I know if I am doing as well as I should?	<i>You will have a school report and your teacher will meet with someone from home to explain how you are doing.</i>
How can I get help if I am worried about things other than my school work?	<i>You can talk to any teacher or Teaching Assistant. You can also ask to speak with an Emotional Literacy Support Assistant (Mrs</i>

Question	Answer
Are there staff in school who have been trained to help young people who need extra help?	<i>Harris) Our SENCO helps children with learning needs. Our Higher Level Teaching Assistants are qualified to support you with your emotions and behaviour. Or your speech and language</i>
Can school staff get extra help from experts outside the college if they need to? (eg advice and training on medical conditions)	<i>We work with lots of people who can support you too, for example, therapists, nurses and social workers.</i>
If I have difficulty in taking part in school activities what different arrangements can be made? a. How will I know who can help me? b. Who can I talk to about getting involved in school activities if I need extra help?	<i>You will be introduced to all staff that will be working with you so that they understand your needs. You can talk to your class teacher or Teaching Assistant if you would like to be involved in school activities where you may need extra help.</i>
What help is there to help me get ready to start at my school?	<i>We will talk to your current school and your parents/carers. You are welcome to come and visit Sholing Infant School. We can give you a school prospectus and write you a social story if this would help you. A member of staff will give you a tour of the school once you have started.</i>

4 Concerns

What should you do if you feel that the Local Offer is:

- **Either not being delivered or**
- **Is not meeting your child's needs**

You should contact your child's class teacher in the first instance and/or talk to our Inclusion Leader.

How decisions are made:

Decisions are based on the information gathered from the school's pupil progress meetings and through the School Development Plan.

How is our local offer reviewed?

Our local offer is reviewed in line with other school policies and procedures.

We do hope that you have found this information helpful. If you do have any further questions then please come and speak to us.

Mrs Lisa Houghton

Headteacher - Sholing Infant School